



Oakland Elementary

1802 East Durst Avenue
Greenwood, South

Grades	PK-5 Elementary School	
Enrollment	566 Students	
Principal	Mark Blackwell	864-941-5660
Superintendent	Dr. Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

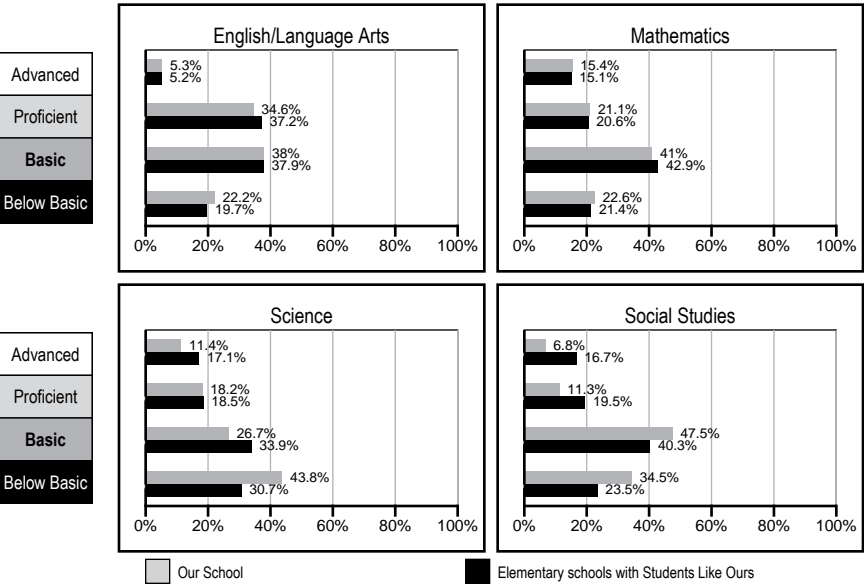
96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	65	19	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=566)				
First graders who attended full-day kindergarten	96.3%	Up from 94.2%	100.0%	100.0%
Retention rate	1.5%	Up from 0.9%	2.4%	2.3%
Attendance rate	96.5%	Down from 96.6%	96.3%	96.3%
Eligible for gifted and talented	15.1%	Up from 8.7%	10.6%	10.4%
With disabilities other than speech	6.2%	No Change	8.7%	7.5%
Older than usual for grade	0.4%	No Change	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	42.9%	Down from 45.2%	57.8%	56.7%
Continuing contract teachers	73.8%	Down from 81.0%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.5%	Down from 89.6%	87.8%	86.4%
Teacher attendance rate	95.9%	Up from 95.2%	95.0%	94.9%
Average teacher salary	\$42,511	Up 1.8%	\$45,465	\$45,345
Professional development days/teacher	14.4 days	Up from 13.2 days	12.6 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Up from 15.1 to 1	18.5 to 1	18.5 to 1
Prime instructional time	91.2%	No Change	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,840	Up 11.8%	\$6,878	\$7,052
Percent of expenditures for instruction*	67.5%	Down from 68.4%	68.8%	69.1%
Percent of expenditures for teacher salaries*	63.4%	Down from 63.6%	65.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

"Effort, Enthusiasm, and Excellence: The keys to success," is Oakland Elementary School's theme this year. The highlight of this school year is Oakland's recognition as South Carolina's 2007-2008 Distinguished Title I School for Closing the Achievement Gap between Student Groups. Oakland was also recognized as a National Distinguished Title I School at the National Title I Conference in Nashville, Tennessee. Our school received \$100,000 for our achievement. These funds purchased additional computers, reading materials, teaching supplies, materials for professional growth, and staff development opportunities for the faculty. Tutors and a part-time teacher were hired for students needing extra assistance in reading.

Our spring MAP scores show growth at all grade levels. Second graders' reading and math scores show gains and exceed the district average in both subject areas. Third graders show growth in reading and math and also exceed the district growth in both areas. Third grade students score higher than the national norm in mathematics. Both fourth and fifth graders show gains in both reading and math. Fifth graders score higher than the national norm in both reading and math. Honor roll students are recognized at Honor Roll luncheons throughout the year.

Family nights at the book fair, PACT family night and PTO meetings provide parents opportunities to learn more about the school and their children's work. Our science fair, at the Greenwood Mall, was very successful. Representative Gresham Barrett gave Oakland an American flag for our contribution to the Shelter for Homeless Veterans and Soup Kitchen. Other service-learning projects include contributing to the United Way, The American Cancer Society, The American Red Cross, The Homeless Shelters, and St. Jude. The GT classes hosted a mini-mall to learn about small businesses. All their profits were used for charities and service projects. Continuous student achievement requires teachers, students, and parents to do their part to carry our students further than they have ever gone. Our PTO, School Improvement Council, volunteers, faculty and staff have worked to bring about the success of our students through their hard work and high expectations.

Mrs. Mary Ann Johnson, SIC and Rex A. Coates, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	102	79
Percent satisfied with learning environment	97.7%	86.3%	86.1%
Percent satisfied with social and physical environment	90.7%	81.4%	78.2%
Percent satisfied with school-home relations	95.3%	83.0%	83.1%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	277	100	22.2	38	34.6	5.3	49.6	45	48.2	Yes	Yes
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Gender

Male	142	100	30.9	36.8	26.5	5.9	40.4	40	41.7	N/A	N/A
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Female	135	100	13.1	39.2	43.1	4.6	59.2	49.9	55	N/A	N/A
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Racial/Ethnic Group

White	136	100	14.4	36.4	40.2	9.1	60.6	62.2	60	Yes	Yes
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African American	131	100	31.5	41.1	25.8	1.6	36.3	27.2	31.7	No	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	79.5	70.4	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	27.4	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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Disability Status

Disabled	35	100	76.5	17.6	5.9	0	8.8	14.4	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	29.1	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	161	100	32.2	42.1	22.4	3.3	34.9	28.8	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	277	100	22.6	41	21.1	15.4	50.4	45.5	45.8	Yes	Yes
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Gender

Male	142	100	22.8	43.4	17.6	16.2	44.9	46.7	45.6	N/A	N/A
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Female	135	100	22.3	38.5	24.6	14.6	56.2	44.3	45.9	N/A	N/A
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Racial/Ethnic Group

White	136	100	10.6	39.4	28.8	21.2	62.9	62.8	59	Yes	Yes
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African American	131	100	36.3	41.1	13.7	8.9	36.3	27.1	26.9	No	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84.1	71.3	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	30.9	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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Disability Status

Disabled	35	100	64.7	29.4	5.9	0	8.8	17.1	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	34.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	161	100	32.2	48	11.8	7.9	33.6	29.3	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	182	100	43.8	26.7	18.2	11.4	29.5	35.7	35.7	96.5	96.3
Gender											
Male	94	100	45.6	23.3	16.7	14.4	31.1	39	37.4	96.4	96.2
Female	88	100	41.9	30.2	19.8	8.1	27.9	32.4	33.8	96.5	96.5
Racial/Ethnic Group											
White	89	100	28.7	28.7	24.1	18.4	42.5	53.7	49.2	96.3	96.3
African American	85	100	60.5	27.2	7.4	4.9	12.3	16.6	17	96.6	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	76.7	58	94.6	98
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	17.1	24.9	94.6	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	20	100	84.2	15.8	0	0	0	11.7	14	95.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	20.6	24.4	94.8	96.9
Socio-Economic Status											
Subsidized meals	102	100	62.9	20.6	11.3	5.2	16.5	17	21.1	96	95.7

Social Studies

All Students	184	100	34.5	47.5	11.3	6.8	18.1	30.7	34	96.5	96.3
Gender											
Male	92	100	34.1	46.6	11.4	8	19.3	34.3	36.6	96.4	96.2
Female	92	100	34.8	48.3	11.2	5.6	16.9	27.1	31.3	96.5	96.5
Racial/Ethnic Group											
White	82	100	29.1	43	19	8.9	27.8	45.2	44.5	96.3	96.3
African American	94	100	41.1	51.1	4.4	3.3	7.8	15.2	19.1	96.6	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	78.6	58.9	94.6	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	16.9	27.5	94.6	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	28	100	60.7	32.1	7.1	0	7.1	13.6	14.4	95.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	19.2	27.3	94.8	96.9
Socio-Economic Status											
Subsidized meals	111	100	42.5	52.8	4.7	0	4.7	15.3	21	96	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	93	100	21.8	29.9	43.7	4.6	48.3
	4	98	100	17.2	44.1	33.3	5.4	38.7
	5	92	100	35.7	47.6	15.5	1.2	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	85	100	17.5	32.5	38.8	11.3	50
	4	89	100	31	34.5	32.2	2.3	34.5
	5	103	100	18.2	45.5	33.3	3	36.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	93	100	29.9	44.8	13.8	11.5	25.3
	4	98	100	15.1	39.8	18.3	26.9	45.2
	5	92	100	34.5	34.5	17.9	13.1	31
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	85	100	16.3	48.8	22.5	12.5	35
	4	89	100	29.9	39.1	10.3	20.7	31
	5	103	100	21.2	36.4	29.3	13.1	42.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	46	100	53.5	25.6	16.3	4.7	20.9
	4	98	100	36.6	34.4	14	15.1	29
	5	45	100	55	30	7.5	7.5	15
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	23.1	43.6	15.4	17.9	33.3
	4	89	100	58.6	18.4	16.1	6.9	23
	5	51	100	34	28	24	14	38
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	46	100	25.6	46.5	23.3	4.7	27.9
	4	98	100	28	54.8	10.8	6.5	17.2
	5	47	100	45.5	47.7	6.8	0	6.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	26.8	56.1	12.2	4.9	17.1
	4	89	100	37.9	46	9.2	6.9	16.1
	5	52	100	34.7	42.9	14.3	8.2	22.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A–Not Applicable

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